DOCUMENT RESUME

ED 198 986 RC 012 547

AUTHOR	Hill, Susan; Froomkin, Joseph
TITLE	Characteristics of Hispanic Postsecondary Students. Survey of Income and Education.
INSTITUTION	Froomkin (Joseph) Inc., Washington, D.C.
SPONS AGENCY	National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO	NCES-80-306
PUB DATE	Sep 80
NOTE	25p.
AVAILABLE FROM	Statistical Information Office, National Center for Education Statistics, 400 Maryland Ave., SW (Presidential Bldg.), Washington, DC 20202.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; Demography; Dependents; *Educational Status Comparison; Equal Education; Family Characteristics; Family Income; Females; Full Time Students; Higher Education; *Hispanic Americans; Males; National Surveys; Part Time Students; *Postsecondary Education; Self Supporting Students; *Spanish Speaking; *Student Characteristics; Student Employment; Urban Population
IDENTIFIERS	Survey of Income and Education; United States

ABSTRACT

Based upon data collected throughout the U.S. in the spring of 1976 as part of the Survey of Income and Education, this report presents a socioeconomic and educational profile of Hispanic postsecondary students. Wherever relevant, the data are compared with data on all U.S. postsecondary students. A general overview presents characteristics of the U.S. mainland population of Hispanics in March 1976 (e.g. Spanish spoken in 4 out of 5 households, median age 21 years, predominantly urban, educationally disadvantaged, lower than average educational attainment). The overview provides a context for the data on Hispanics enrolled in colleges (underrepresented in total enrollment, older than average, 56% financially independent of parents, generally economically poorer, employed in jobs with longer hours for less pay, and equivalent in proportion of Hispanic women to proportion of women in total college enrollment). The next section describes Hispanics age 16 and over in postsecondary noncollegiate schools (75% over 25 years of age; comprising 6.8% of total enrollment; nearly 50% high school graduates; younger than average; 56% female; 20% dependent on families; 61% financially independent of families but with household incomes under $10,000; 43% of full-time students employed; 60% of part-time students employed). Concluding the report is an analysis of family background characteristics of students enrolled in postsecondary education. (AN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED198986

RC

Characteristics of Hispanic Postsecondary Students

MAR 1981
ERIC/CRESS
RECEIVED

Survey of Income and Education

RC-01 2547

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

2

National Center for Education Statistics

Characteristics of Hispanic Postsecondary Students

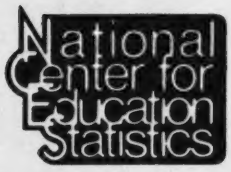
by
Susan Hill
National Center for
Education Statistics

and
Joseph Froomkin,
Joseph Froomkin Inc.

U.S. Department of Education
Shirley M. Hufstedler
Secretary

Office of Educational Research and Improvement
F. James Rutherford
Assistant Secretary

National Center for Education Statistics
Marie D. Eldridge
Administrator



National Center for Education Statistics

"The purpose of the Center shall be to collect and disseminate statistics and other data related to education in the United States and in other nations. The Center shall . . . collect, collate, and, from time to time, report full and complete statistics on the conditions of education in the United States; conduct and publish reports on specialized analyses of the meaning and significance of such statistics; . . . and review and report on education activities in foreign countries."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

Foreword

This report is one of a series of seven reports which describe the socioeconomic characteristics of different groups of post-secondary students in 1976, using Survey of Income and Education data. The other reports cover:

- Students with Language Backgrounds other than English
- Women Students
- Black Students
- Students Twenty-five Years and Older
- Students Living Below the Poverty Level
- Economic and Family Characteristics of All Students

Technical Notes are available for these reports; they describe the survey methodology, and provide definitions and standard errors for selected items.

Susan Hill served as project officer of the contract to conduct secondary analyses of Survey of Income and Education data and she coauthored the reports on the characteristics of postsecondary students. Joseph Froomkin, of Joseph Froomkin Inc., conducted the analyses of the data under contract to NCES.

George H. Brown
Chief
Issues Analysis Section

Marjorie O. Chandler
Acting Director
Division of Postsecondary and Vocational Education Statistics

September 1980

How to Obtain More Information

Additional information about the series of reports on postsecondary students is available from Susan T. Hill, National Center for Education Statistics, 400 Maryland Avenue SW., (Presidential Building), Washington, D.C. 20202, telephone (301) 436-6428.

The Technical Notes, single copies of this report, and the other series reports can be obtained free while supplies last by sending a request with a separate self-addressed mailing label for each report to: Statistical Information Office, National Center for Education Statistics, 400 Maryland Avenue SW., (Presidential Building), Washington, D.C. 20202, telephone (301) 428-7900.

Information about the Center's statistical program and a catalog of NCES publications may also be obtained from the Statistical Information Office.

CONTENTS

Foreword iii

How to Obtain More Information iv

HIGHLIGHTS vii

INTRODUCTION 1

1. PERSONS OF SPANISH ORIGIN IN THE UNITED STATES: 1976 3

2. ENROLLMENT IN COLLEGE 5

    Participation Rates 5
    Student Characteristics 6
    Financial Resources of Dependent Students and Their Families 8
    Financial Resources of Independent Students 10

3. ENROLLMENT IN NONCOLLEGIATE EDUCATION 13

    Dependent students 14
    Independent students 14

4. CHARACTERISTICS OF FAMILIES WITH STUDENTS ENROLLED IN POSTSECONDARY EDUCATION 17

TABLES:

1. Distribution of Hispanic and total U.S. high school graduates, by age group: 1976 5
2. Number and distribution of Hispanic and total U.S. college enrollment, by level: 1976 6
3. Distribution of Hispanic and total U.S. college students, by age group: 1976 6
4. Percent of Hispanic and total U.S. high school graduates enrolled in college, by age group and attendance status: 1976 7
5. Hispanic college enrollment, by sex and level: 1976 7

TABLES (continued)

6. Percent distribution of Hispanic college students, by language characteristics: 1976 8
7. Distribution of Hispanic and total U.S. dependent college students, by income group and attendance and poverty status: 1975 9
8. Distribution of dependent Hispanic and total U.S. college students, by size of family assets: 1975 9
9. Earnings of dependent Hispanic and total U.S. full-time undergraduate students: 1975 10
10. Distribution of Hispanic and total U.S. independent students, by individual/family income, poverty level, and assets: 1975 .. 10
11. Earnings of independent Hispanic and all full-time undergraduate students: 1975 11
12. Distribution of students in noncollegiate education, by age group and completion of high school: 1976 13
13. Hispanic enrollment in noncollegiate education, by sex and attendance status: 1976 14
14. Distribution of dependent Hispanic and total U.S. postsecondary students, by educational attainment of family head: 1976 17
15. Percent distribution of Hispanic and total U.S. postsecondary students, by family size and dependency status: 1976 17
16. Distribution of Hispanic and total U.S. postsecondary students, by number of postsecondary students in family and attendance status: 1976 18

HIGHLIGHTS

- In spring 1976, some 11.1 million persons, or about 5.3 percent of the total population in the 50 States and the District of Columbia (U.S. mainland), were of Hispanic origin.

- The proportion of Hispanics, aged 16 and over, in collegiate education was less than their proportion of the mainland U.S. population. However, Hispanics were overrepresented in noncollegiate education.

- In spring of 1976, 471,000 Hispanics were enrolled in college. The Hispanic student was generally older than the average college student.

- In the traditional college-age group, 18-21, relatively fewer Hispanics were enrolled in college than was true of the total U.S. mainland population.

- Hispanic students were generally financially poorer than the average college student, whether they were dependent on their parents or not. On a percentage basis, three times as many Hispanics dependent students and one-and-a-half times as many Hispanic independent students lived in households below the poverty level, compared to all students.

- Hispanic college students worked longer hours at a lower hourly wage to earn about the same yearly income as other college students.

- Three-fourths of Hispanic students (living with their parents) were the first generation of their family to attend college. In fact, over half of the family heads of these Hispanic college students had not graduated from high school.

- Among Hispanics who were enrolled in noncollegiate programs (including adult basic education, Comprehensive Employment and Training Act (CETA), vocational schools, etc.), three-fourths were over 25 years old. Approximately half of these students did not complete high school.

INTRODUCTION

This report presents a profile of the social and economic characteristics of students of Hispanic origin* enrolled in postsecondary education (collegiate and noncollegiate schools) in the spring of 1976. It is based upon data collected in the 50 States and the District of Columbia with the Survey of Income and Education (SIE) . The report begins with a general overview of the characteristics of the U.S. mainland population of Hispanics in March 1976 to provide a context for the analysis of Hispanics enrolled in postsecondary education. The analysis below discusses collegiate students first, and is followed by a section describing Hispanics age 16 and over in noncollegiate education. In the case of financially dependent students, information is presented concerning their families. Wherever relevant, data on Hispanic students is compared with data on all students in the United States. The report concludes with an analysis of enrollment in postsecondary education by family size.

The level of participation of Hispanic students in postsecondary education has concerned the Federal government because of its commitment to promote equality of educational opportunity. As of 1976, Hispanics were underrepresented among college graduates; only 5.3 percent of all Hispanics age 16 and over, had completed four years or more of college, compared with 13.2 percent for all Americans. However, college attendance was increasing among Hispanics. In 1976, there were more college students than college graduates in the Hispanic population.

*In this report, U.S. population (or U.S. mainland population) refers to all persons living in the 50 States and D.C. (Residents of Puerto Rico and the territories are not included in the U.S. population or the Hispanic population referred to in this report).

I
For definition of terms and a description of the Survey of Income and Education, see the Technical Notes. It should be noted here that the sampling frame was primarily based on the 1970 Census frame, unadjusted for Hispanic undercount.

CHAPTER 1

PERSONS OF SPANISH ORIGIN IN THE UNITED STATES: 1976

This section presents an overview of Hispanic Americans in March 1976, as a context for examining Hispanic participation in postsecondary education. The data in this section were derived from the March Current Population Survey[2], except where otherwise indicated. Some 11.1 million persons, or about 5.3 percent of the total U.S. population identified themselves as Spanish origin. Two-thirds were born in one of the 50 States or in the District of Columbia.

The Hispanic American population is composed of several subgroups. The single largest subgroup is persons of Mexican origin or descent, who constitute almost 60 percent of the total. Puerto Ricans are the second most numerous, accounting for 16 percent. Persons of Central or South American origin account for seven percent, Cubans represent six percent, and the remaining 12 percent of persons who consider themselves of Spanish origin come from other areas. The following analysis reports on all persons of Spanish origin, who are referred to as Hispanics. The SIE sample size was too small to provide reliable information on student characteristics for Hispanic subgroups. Other characteristics of the Hispanic population were:

- Four out of five persons of Spanish origin lived in households where Spanish was spoken. A third of all the persons in this group usually spoke Spanish themselves.[3]

- Hispanics were considerably younger than the total U.S. population. In March 1976, the median age of Hispanics was 21 years, as compared with 29 years for the total U.S. population. Thus, it is not surprising that over two-fifths of all persons of Hispanic origin were under 18 years of age, as compared to less than a third of the United States population.

---

2 U.S. Department of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 310, "Persons of Spanish Origin in the United States: March 1976", 1977.

3 U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "Place of Birth and Language Characteristics of Persons of Hispanic Origin in the United States, Spring 1976", Bulletin 78 B-6, October 20, 1978.

The previous numbered page in the original document was blank.

- The Hispanic population is predominantly urban. About 84 percent of all Hispanic families lived in metropolitan areas; one of two families resided in the central city of a metropolitan area.

- The educational disadvantage of Hispanics was evident at the level of elementary school and beyond. Some 15 percent of Hispanics in grades five through eight, and 20 percent in grades nine through twelve, were enrolled in grades below the average for their age. Among Hispanic students who usually spoke Spanish, about a third were one year or more older than the expected age for the grade level they were attending.[4]

- Educational attainment for Hispanics was lower than the average for the U.S. population. As of March 1976, 39 percent of Hispanics aged 25 years or older were high school graduates, compared to 64 percent of the U.S. population in that age group.

---

4 U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, "The Educational Disadvantage of Language-Minority Persons in the United States", Bulletin 78 B-4, July 26, 1978.

CHAPTER 2

ENROLLMENT IN COLLEGE

Participation Rates

Hispanics are underrepresented among college enrollees compared with their proportion of the U.S. population age 16 and over. In spring 1976, Hispanics comprised 4.4 percent of all persons 16 years or older in the country, yet accounted for only 3.9 percent of the college enrollment in the U.S.

Item	Number of Hispanics (000s)	Hispanics as percent of total U.S. population
Population 16 and over	6,775	4.4
High school graduates	2,851	2.9
Enrolled in college	471	3.9

The educational disadvantage of Hispanics at the elementary and secondary school levels results in the fact that a lower percent of Hispanics graduate from high school. Special tabulations show that of the population aged 18-24, only 60 percent of Hispanics had graduated from high school compared to 80 percent of the total population. As a result, Hispanics comprised only 2.9 percent of those persons in the U.S. who had graduated from high school, the pool of potential college enrollees. Although Hispanics account for a higher proportion of all high school graduates attending college (3.9 percent) than their proportion of all high school graduates (2.9 percent), this is not unusual because the age composition of the Hispanic population is quite different from that of the general population in the U.S.. Almost 30 percent of all Hispanic high school graduates (compared to 22 percent the general population) were in the traditional college-age group of 18-24 (table 1).

Table 1. --Distribution of Hispanic and total U.S. high school graduates, by age group: 1976.

Age group	Hispanic	Total U.S.
Total 16 years and over		
Number (000s)	2,851	98,101
Percent	100	100
16 to 24 years	(29)	(22)
16-17	*	1
18-21	15	13
22-24	14	8
25 years and over	(70)	(77)
25-34	33	23
35-64	35	46
65 years and over	2	8

*Percent not shown where estimate was less than 20,000 persons.
NOTE: Details may not add to total because of rounding.

Student Characteristics

Some 86 percent of Hispanic college students (405,000) were enrolled at the undergraduate level as compared with 78 percent of all U.S. students. The other 66 thousand Hispanic college students were comprised of graduate students and persons who had completed 4 years of college who were enrolled in regular or adult education classes at a college (table 2).[5]

Table 2. --Number and distribution of Hispanic and total U.S. college enrollment, by level: 1976

Level of enrollment *	Hispanic		Total U.S.
	Number (000s)	Percent	Percent
Total	471	100	100
Undergraduate enrollment ...	405	86	78
Other enrollment	66	14	22

*The student may or may not be enrolled in a degree program.

Hispanic college students were older than the average college student; a third of all Hispanic students were between the ages of 25 and 34 (table 3). While 41 percent of all college students were under age 22, among Hispanics, this proportion was only 32 percent. This is in spite of the fact that the Hispanic population is younger than the U.S. population.

Table 3. --Distribution of Hispanic and total U.S. college students, by age group: 1976

Age group	Hispanic	Total U.S.
	(Percent distribution)	
Total	100	100
18 to 21 years	32	41
22 to 24 years	20	18
25 to 34 years	32	26
35 years and over	16	14

[5] The SIE did not collect information on type of college the student attended. A recent study showed that Hispanic undergraduates were concentrated in 2-year colleges. In Fall 1976, 59 percent of Hispanic undergraduates were enrolled in 2-year colleges as compared to 46 percent of all U.S. students. Michael A. Olivas, The Dilemma of Access: Minorities in Two-Year Colleges, Howard University Press, Washington, D.C., 1979.

A further examination of the data shows that only 35 percent of Hispanic school graduates 18 to 21 years old were enrolled in college, as compared to 41 percent for the total U.S. (table 4). This indicates that Hispanics in the traditional college-going age group (18 to 21) were enrolled in college at a lower rate than the general population. This difference is due to the lower rate of Hispanics 18-21 years old attending college full-time.

Table 4. --Percent of Hispanic and total U.S. high school graduates enrolled in college, by age group and attendance status: 1976

Age group	Total	Full-time	Part-time
		Hispanic	
18 to 21 years	35	29	6
22 to 24 years	25	14	11
25 to 34 years	16	6	10
35 to 64 years	7	*	5
Number of students (000s)..	471	262	209
		Total U.S.	
18 to 21 years	41	35	6
22 to 24 years	22	14	8
25 to 34 years	12	4	8
35 to 64 years	4	1	3
Number of students (000s)..	11,955	6,932	5,023

*Percent not shown where estimate was less than 20,000 persons.
NOTE: Details may not add to total because of rounding.

The proportion of women in the Hispanic college enrollment (45 percent) was identical to the proportion of women in the total U.S. enrollment in 1976. At the undergraduate level, an equal number of females and males were attending full-time (table 5).

Table 5. --Hispanic college enrollment, by sex and level: 1976

Item	Women	Men
	(Number in thousands)	
Population aged 16 and over	3,546	3,229
High school graduates	1,441	1,410
Enrolled in college	210	261
Undergraduate level	188	218
Full-time	(121)	(120)
Other	22	44

Note: Details may not add to total because of rounding.

Some four out of five of all Hispanic college students lived in households where a language other than English was spoken. Two out of three college students reported speaking a language other than English themselves (table 6).

Table 6. --Percent distribution of Hispanic college students, by language characteristics: 1976

Language characteristics	Hispanic college students
Total	100
Mono-English language background	19
Non-English language background	81
Speak only English themselves	11
Speak a non-English language themselves	67
Not reported	*

*Percent not shown where estimate was less than 20,000 persons.

The financial resources upon which a student can draw while attending school vary greatly depending upon whether the student is financially dependent upon his/her parents for support, or whether the student is independent of parental support. A higher proportion of Hispanic college students were no longer financially dependent on their parents. Some 56 percent of Hispanic students were independent in contrast to 49 percent of all students. The next sections go into greater detail on the financial resources of Hispanic dependent and independent college students.

Financial Resources of Dependent Students and Their Families

Dependent Hispanic college students were economically poorer than the average dependent student. The proportion of Hispanic dependent students in poverty level families was triple that of the total student population. One quarter of all Hispanic dependent college students lived in families where parental income was less than $5,000, in contrast with only 8 percent of all college students. In addition, another quarter of Hispanic dependent students were members of families with parental income between $5,000 and $10,000, double the proportion of total U.S. students in this income group (table 7).

Table 7. --Distribution of Hispanic and total U.S. dependent college students, by income group and attendance and poverty status: 1975

Family income	Hispanic			Total U.S.		
	Total	Full-time	Part-time	Total	Full-time	Part-time
	(Percent distribution)					
Total	100	100	100	100	100	100
Less than $4,999 ..	23	25	54	8	8	8
$5,000-$9,999	24	21		12	12	14
$10,000-$14,999 ...	16	16	*	16	15	20
$15,000-$19,999 ...	15	14		18	18	18
$20,000 and over ..	22	23		46	47	40
Percent of student below poverty status	10	*	*	3	4	2
Number (000s)	207	169	39	6,073	5,064	1,009

*Percent not shown where estimate was less than 20,000 persons.

The relative economic weakness of families of Hispanic students can be illustrated in another way. Only 13 percent of Hispanic families with dependents enrolled in college had estimated assets of $40,000 or more in contrast with 40 percent for all families. Thirty percent of the Hispanic families had no assets (table 8).

Table 8. --Distribution of dependent Hispanic and total U.S. college students, by size of family assets: 1975

Family assets	Hispanic	Total U.S.
	(Percent distribution)	
Total	100	100
No assets	30	9
$1-$19,999	34	25
$20,000-$39,999	23	27
$40,000 and over	13	40
Total with information (000s)..	181	5,248
No information (000s)	26	825

Working while attending school was somewhat less common among Hispanic dependent students than among all dependent students. Among full-time undergraduate students, 70 percent of Hispanics and 79 percent of all students worked while attending school. Hispanic dependent students who worked earned more in 1975 than the average student, despite the fact that their hourly wage was 15 percent less. They accomplished this by working forty-two percent more hours during the year than the average student (table 9).

Table 9. --Earnings of dependent Hispanic and total U.S. full-time undergraduate students: 1975

Item	Hispanic	Total U.S.
Number of students (000s)	162	4,781
Percent with earnings	70	79
Mean yearly earnings ($) of students who worked	1,995	1,673
Average hourly earnings ($)	1.89	2.25
Average hours worked in year	1,055	743

Financial Resources of Independent Students

The income of independent Hispanic students was slightly lower than for all independent students. Some 43 percent of all Hispanic independent students had incomes under $10,000 in contrast with 35 percent of all students. Also, 14 percent of Hispanic independent students were living below the poverty level, compared to 8 percent of all college students.

In the case of independent students, 85 percent of the Hispanic and 75 percent of all students had assets of under $20,000. In other words, Hispanics were poorer than the average student in both income and assets (table 10).

Table 10. --Distribution of Hispanic and total U.S. independent students, by individual/family income, poverty level, and assets: 1975

Income	Hispanic	Total U.S.
	(Percent distribution)	
Total	100	100
Less than $4,999	17	14
$5,000-$9,999	26	21
$10,000-$14,999	27	22
$15,000-$19,999	16	19
$20,000 and over	15	25
Total number (000s)	264	5,882
Percent of students below poverty level	14	8

Table 10 continued on next page.

Table 10. --Distribution of Hispanic and total U.S. independent students, by individual/family income, poverty level, and assets: 1975 --continued

Assets	Hispanic	Total U.S.
Total	100	100
No assets	36	25
$1-$19,999	49	50
$20,000-$39,999	12	15
$40,000 and over	*	10
Total number (000s)	255	5,649
No information (000s)	9	233

*Percent not shown where estimate was less than 20,000 persons.

Among Hispanics, almost four out of five independent full-time students worked, as was the case for total U.S. students. The yearly income of Hispanics was also similar to that of all students. However, the hourly wage of Hispanic students was roughly 20 percent less than that of all independent students; Hispanic students worked much longer hours than college students in general in order to earn about the same amount (table 11).

Table 11. --Earnings of independent Hispanic and all full-time undergraduate students: 1975

Earnings	Hispanic	Total U.S.
Number of students (000s)	79	1,252
Percent with earnings	77	79
Mean earnings ($) of students who worked	3,726	3,758
Average hourly earnings ($) ...	2.10	2.62
Average hours worked in year ..	1,774	1,434

CHAPTER 3

ENROLLMENT IN NONCOLLEGIATE EDUCATION

Nearly 29 percent of all Hispanics age 16 and over who were enrolled in postsecondary school (collegiate and noncollegiate) attended noncollegiate schools, such as vocational schools, adult education, CETA, correspondence, etc.

Hispanics accounted for 6.8 percent of the total enrollment in noncollegiate education, which was higher than their proportion of the U.S. population (5.3 percent). Of the 196,000 persons of Hispanic origin enrolled in noncollegiate schools in the spring of 1976, almost half had not graduated from high school. In comparison, among all noncollegiate students, one in five had not completed high school.

The age composition of Hispanic students was vastly different between noncollegiate enrollees who were high school graduates and those who were not. For Hispanic high school graduates, less than one in four was age 35 and older; while for Hispanics who had not graduated from high school but were enrolled in noncollegiate education, four out of ten were 35 years and older (table 12).

Table 12. --Distribution of students in noncollegiate education, by age group and completion of high school: 1976

Age group	Hispanic			Total U.S.		
	Total	High school graduates	Did not complete High school	Total	High school graduates	Did not complete high school
	(Percent distribution)					
Total	100	100	100	100	100	100
16 to 24 years.....	28	28	27	30	30	30
25 to 34 years	40	50	29	31	33	24
35 years and over	34	22	44	39	37	46
Number (000s)	196	103	93	2,903	2,315	588

Note: Details may not add to total because of rounding.

The previous numbered page in the original document was blank.

Hispanic high school graduates who were enrolled in noncollegiate schools were younger than the average noncollegiate student. However, there was only a slight difference in the age distribution of those who had not graduated from high school.

In contrast with Hispanic collegiate enrollments where men outnumbered women, the opposite was true in noncollegiate programs. Women accounted for 56 percent of noncollegiate enrollment (table 13). However, two-thirds of Hispanic women in noncollegiate programs were part-time students, as compared to half of the men.

Table 13. --Hispanic enrollment in noncollegiate education, by sex and attendance status: 1976

Sex	Total		Full-time		Part-time	
	Number (000s)	Percent	Number (000s)	Percent	Number (000s)	Percent
Total ...	196	100	82	42	114	58
Women	109	56	39	36	70	64
Men	87	44	43	50	44	50

Dependent Students

Only 38,000 noncollegiate students (20 percent of the total) were dependent on their parents. Given the age distribution of Hispanic noncollegiate students, this is not unusual. Special tabulations show that persons 18 to 21 years old accounted for only 15 percent of the Hispanic enrollment. It is not possible to provide any further reliable information on dependent noncollegiate students or their financial resources, because the sample size for this group was too small.

Independent Students

Roughly a quarter of all Hispanic independent students attending noncollegiate schools had individual/family incomes below the poverty level. This is double the proportion of all students in noncollegiate education. Some 61 percent of all independent Hispanic noncollegiate students lived in households with incomes under $10,000 compared with 35 percent of all independent students. Four in ten independent students reported no assets and another 46 percent reported assets under $20,000. In other words, very few Hispanic noncollegiate students had assets over $20,000.

Among Hispanic full-time students, those attending noncollegiate schools were less likely to be employed than those attending college. About 43 percent of Hispanic noncollegiate students reported earning income, in contrast to 71 percent of all students. Some 60 percent of Hispanic noncollegiate students who were attending part-time were also employed.

For full-time noncollegiate students, the mean yearly earnings of Hispanic students ($4,104), was virtually identical to that of all students. Among part-time students, Hispanics' earnings of $7,521 lagged roughly 25 percent behind the average of their peers who reported mean earnings of $10,768.

CHAPTER 4

CHARACTERISTICS OF FAMILIES WITH STUDENTS ENROLLED IN POSTSECONDARY EDUCATION

Over half of all Hispanic dependent students enrolled in postsecondary education (collegiate and noncollegiate) were members of families in which the head had not completed high school, as compared to a fifth of all dependent postsecondary students. Similarly, only 28 percent of the Hispanic family heads had completed one year or more of college, in contrast with 46 percent of the family heads of all dependent students (table 14).

Table 14. --Distribution of dependent Hispanic and total U.S. postsecondary students, by educational attainment of family head:1976

Educational attainment of parental family head	Hispanic	Total U.S.
	(Percent distribution)	
Total	100	100
Elementary school	37	11
Some high school	14	11
High school graduate	21	31
Some college	13	17
College graduate	15	29
Total number (000s)	244	6,602

Dependent Hispanic students lived in slightly larger families than other students. Twenty-seven percent of the Hispanic students lived in families with less than four members, compared to 31 percent for all students; while 43 percent lived in families with five or more members, compared to 40 percent for all students. Among independent students, Hispanics also lived in larger families (table 15).

Table 15. -- Percent distribution of Hispanic and total U.S. postsecondary students, by family size and dependency status: 1976

Dependency status	Number of persons in family				
Dependent	Two	Three	Four	Five	Six or more
Hispanic	*	21	30	17	25
Total U.S.	6	24	29	19	21
Independent	One	Two	Three	Four or more	
Hispanic	18	24	21	38	
Total U.S.	22	27	18	33	

* Percent were not shown where estimate was less than 20,000 persons.

The previous numbered page in the original document was blank)

Despite lower average incomes, the proportion of Hispanic students living in families with more than one student enrolled did not differ significantly from all students in general. For both Hispanics and all students, 36 percent of all dependent and 13 percent of all independent students lived in families with more than one student enrolled (table 16).

Table 16. --Distribution of Hispanic and total U.S. postsecondary students, by number of postsecondary students in family and by attendance status: 1976

Dependency status	Number of postsecondary students in family							
	One			Two				Three or more
		Full-time			Full-time			
	Total	0	1	Total	0	1	2	Total
	(Percent distribution)							
Dependent								
Hispanic ...	64	12	52	27	*	12	11	8
Total U.S...	64	13	52	27	2	9	17	8
Independent								
Hispanic ...	82	50	32	17	7	8	*	*
Total U.S...	81	56	25	18	8	7	3	2

*Percents not shown where estimate was less than 20,000 persons.
Note: Details may not add to total because of rounding.

This report has explored the financial and educational resources of Hispanic postsecondary students in comparison to those of the average postsecondary student. Although access and enrollment in postsecondary education at a specific point in time was measured for Hispanic students, another issue to be considered in any evaluation of educational equity would be retention or completion of postsecondary education. Unfortunately the SIE data base could not address this issue, as it can only be measured in a longitudinal survey process.

* U.S.G.P.O. 722-937/1302-535

Reports available in this series are:

Characteristics of Hispanic Postsecondary Students

Characteristics of Black Postsecondary Students

Characteristics of Women Postsecondary Students

Characteristics of Postsecondary Students Twenty-five Years and Older

Characteristics of Postsecondary Students with Language Backgrounds other Than English

Postsecondary Students Living in Families Below the Poverty Level

Economic and Family Characteristics of Postsecondary Students